INSTRUCTIONAL PLANNING		Ineffective	Marginally Effective	Effective	Highly Effective
	Design	Instructional plans are rarely present and strategies are not aligned to long-term goals. Instruction is often impromptu or extemporaneous, and has very limited connection from one lesson to the next	Instructional plans are somewhat based on long-term goals, but may not clearly articulate the essential questions and goals. Plans often are not fully designed and account only for the general student population rather than accounting for the learning of every student	Instructional plans are typically backwards-designed with essential questions and long-term goals articulated. Plans may not always explain how they are designed to produce learning for every student	Instructional plans are backwards-designed with clear essential questions and student goals, and clearly articulate how they are designed to produce learning for every student
	Goals	Instructional plans only occasionally and inadvertently produce measurable outcomes through assessment, but goals typically are not established	Instructional plans sometimes produce measurable outcomes, but not always. Goals are not always articulated, and sometimes may not align to content objectives	Instructional plans are focused on producing measurable outcomes aligned with content objectives but may not include individualized goals for each student, or goals may not be ambitious or achievable enough	Instructional plans are designed with clear, measurable goals aligned with content objectives that represent ambitious but achievable targets for every student
	Alignment to Standards/Content	Instructional plans often are not aligned to appropriate standards	Instructional plans sometimes demonstrate a coherence of learning activities aligned with state and district standards or assessments	Instructional plans generally demonstrate a coherence of curriculum objectives and learning activities aligned with state and district standards	Instructional plans align curriculum objectives to learning activities that correspond with state and district curriculum and assessments, and infuse current content knowledge into lessons
	DOK or Bloom's Taxonomy	Lesson design often does not call for critical thinking or problem-solving skills in order to achieve goals, and frequently includes activities that rank low in DOK or Bloom's Taxonomy	Lesson design includes opportunities for students to use critical thinking and problem-solving skills but may not articulate what strategies will be employed to enable critical thinking and problem-solving	Lesson design uses a consistent repertoire of strategies that promote critical thinking and problem-solving	Lesson design includes a wide range of instructional resources, techniques, and assessments that require students to use technology, think critically, and solve complex problems that rank high in DOK or Bloom's Taxonomy

	Instructional Strategies	Instructional strategies are often selected ad hoc and frequently are ineffective strategies for the chosen learning activities	Instructional strategies are not always research-based or proven, but often align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they typically align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they are tightly aligned to curriculum objectives and learning activities
	Instructional Resources	Instructional resources are not purposefully selected and may not enhance academic performance	Instructional resources are purposefully selected to enhance the teaching and learning process but may not enhance academic performance	Instructional resources are purposefully selected to enhance academic performance and are developmentally appropriate	Instructional resources are developmentally appropriate, are research-based, promote complex thinking skills, and enhance academic performance
	Differentiation	Instructional plans contain no evidence of differentiated content, strategies, or assessment	Instructional plans typically contain limited evidence of differentiation, but differentiation is not linked to individual student data and needs	Instructional plans typically contain some research-based differentiated strategies, or assessment based on individual student data and needs	Instructional plans always contain research-based differentiated strategies, and assessment, and clearly state how student data and needs are used to highlight the skills of all students
	Assessment	Assessments are designed at the end of instruction and do not represent the essential learning concepts tied to state or district standards. Teacher rarely if ever uses diagnostic or formative assessments for instructional planning purposes	Assessments are somewhat representative of state or district standards, but may not represent the most essential learning concepts. Sometimes diagnostic, formative, and summative assessments are used, but not consistently. Growth targets are inappropriate for student population	Assessments are closely aligned to learning concepts articulated in state or district standards, and include diagnostic, formative, and summative assessments. Growth targets are ambitious but perhaps not achievable, or growth targets are achievable but not ambitious enough	Differentiated assessments accurately measure attainment of essential learning concepts or skills, and include diagnostic, formative, and summative assessments to monitor student progress towards ambitious but achievable targets and measure growth
PERSONNEL RECORDS	**PD Plan Goals**	There is no clear PD Goal—PD opportunities are selected based on factors irrelevant to teacher and/or district needs	PD Goals are not specific, measurable, attainable, and timely. However, they are purposefully chosen based on district or building needs	PD Goals are included in the PD Plan and are specific, measurable, attainable, and timely. However, they may not be based on teacher performance data or district or building goals	PD Goals are specific, measurable, attainable, and timely. They are directly aligned with district and building goals, and they are selected based on teacher performance data
	PD Plan Strategies/Activities	Strategies/activities are not identified at the outset of	Strategies/activities are not chosen based on specific	Strategies/activities are typically chosen based on	Strategies/activities are chosen based on district and

		the PD Plan; however, they are generally selected based primarily on availability of opportunities	data; however, they are chosen to serve building or district goals, and they are generally research-based and proven to enhance skills or knowledge	district and building goals, and they may be selected based on building-level or district-level data to increase progress toward building or district goals. The opportunities are research-based and proven to enhance specific skills or knowledge	building goals, and they are selected based on teacher performance data. They are carefully selected to increase progress towards PD Goals, and the chosen PD opportunities are research-based and proven to enhance specific skills or knowledge
	PD Plan Impact on Collaboration	The Plan does not expressly call for collaboration	The PD Plan calls for periodic meetings between colleagues to share ideas about teaching and students	The PD Plan describes the mentor/mentee relationship where appropriate, and calls for regular meetings between colleagues to plan units, share ideas, and analyze student data	The PD Plan calls for mentor/mentee relationships to be established where necessary based on state or district requirements, and participants are thoughtfully selected based on specific strengths and needs. Also, the Plan calls for weekly meetings between colleagues to plan units, share ideas, and analyze student data
	PD Plan Follow-UP	The PD Plan does not clearly provide an opportunity to apply learning to the classroom	The PD Plan provides an opportunity to apply learning to the classroom, but does not clearly articulate how such learning will be applied, and does not mention support	The PD Plan provides opportunities to transfer learning from PD to the classroom, but support systems are not clearly described and may be available inconsistently	Multiple job-embedded opportunities to practice skills and/or knowledge learned from PD opportunities are offered, and support resources such as peer coaching are available to ensure that PD Goals are met
	Credentials & Licensure	Records reflect that the teacher does not have all of the proper credentials and is not current on licensure requirements.	Records reflect that the teacher has all of the proper credentials and is up-to-date on licensure requirements.	Records show continued education and that the teacher is pursuing a higher certification for his/her area.	Records show advanced credentials and that the teacher is up-to-date on licensure and has achieved the highest certification for his/her area.